

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Notre Dame de Namur University

March 18, 2009
Overview of this Report

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This agenda report includes the findings of the accreditation visit conducted at Notre Dame de Namur University. The report of the team presents the findings based upon reading the Institutional Self- Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of Accreditation with Stipulations is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources		X	
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	21	19	2	0
Single Subject	21	17	4	0
Education Specialist: MM Level I	17	14	3	0
Education Specialist: MM Level II	12	12	0	0
Education Specialist: MS Level I	19	16	3	0
Education Specialist: MS Level II	11	10	1	0
Reading Certificate and Reading and Language Arts Specialist	20	20	0	0
Preliminary Administrative Services	14	10	4	1

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Notre Dame de Namur University

Dates of Visit: March 15 – 18, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of “Accreditation with Stipulations” was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed all nine Common Standards and found that that all standards are met except for Standard 2 and Standard 3, which are met with concerns.

Standard 2 is met with concerns because there was insufficient evidence of how data was analyzed for ongoing program improvement.

Standard 3 is met with concerns because the lack of sufficient personnel results in multiple responsibilities and roles. This may result in hindering accessibility or advice to candidates if an individual is unavailable due to vacation schedules and/or illness. Faculty to student ratio impacts program need and quality especially in the Special Education Program. In addition, the lack of documented decision-making inhibits effective operation of programs when program personnel leave the university.

Program Standards

For the Multiple Subject Program, 19 standards were met and 2 standards were met with concerns: 2: *Collaboration in Governing the Program* and 15: *Learning to Teach Through Supervised Fieldwork*.

For the Single Subject program, 17 standards were met and 4 standards were met with concerns: 2: *Collaboration in Governing the Program*, 7: *Single Subject Reading, Writing and Related Language Instruction in English*, 8: *Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject Candidates*, and 15: *Learning to Teach Through Supervised Fieldwork*.

For the Education Specialist Level I (Mild/Moderate; Moderate/Severe), all standards are met except for 3 standards that are met with concern: 9: *Program Design, Rationale and Coordination*, 13: *Special Education Field Experiences with Diverse Populations*, and 21: *General Education Field Experiences*.

For the Education Specialist Level II (Mild/Moderate; Moderate/Severe) all standards are met except for 1 standard that is met with concern: 19: ***Leadership and Management Skills***. (Moderate/Severe).

All standards are met for the Multiple Subject Clear Credential and Single Subject Clear Credential.

All standards are met for the Reading Certificate and Reading Specialist Credential.

For the Preliminary Administrative Services Credential, ten standards are met, four are met with concern: 1: ***Program Rationale and Design***, 2: ***Program Coordination***, 7: ***Nature of Field Experiences***, 9: ***Assessment*** and one standard is not met: 6: ***Opportunities to Learn Instructional Leadership***.

Overall Recommendation

The recommendation of “**Accreditation with Stipulations**” is recommended because the team has verified that the institution and some of its programs have “met with concerns” or “not met” some Common Standards or Program Standards applicable to the institution and that action is required to address these deficiencies. Notre Dame de Namur University is judged to be generally effective in preparing educators and in its general operations apart from identified areas of concern.

Following are the Proposed Stipulations:

- That the institution provide evidence of a unit assessment system and the use of data for program improvement.
- That the institution provide evidence of institutional structures in place to assure that advising, program coordination, and faculty-student ratios are monitored and consistently implemented.
- That the institution is required to provide evidence about actions taken to address all of the stipulations noted below within one year of the date of this action.
- That a revisit by Commission staff, the accreditation team leader and an additional team member focusing on the Preliminary Administrative Services program take place within one year.

Preliminary Administrative Services Credential

Standard 1 Program Design and Rationale

That the institution provide course syllabi which specifically aligns content, activities and assignments with the CTC standards. The institution reviews the guidelines for the practicum projects to ensure that projects are aligned to the practicum courses.

Standard 2 Program Coordination

That the institution provide evidence that there is a process for the involvement of partners, including employers, candidates, site administration, and adjunct faculty in program coordination and improvement.

Standard 6 Opportunities to Learn Instructional Leadership

That the institution develop standardized methods for assessing candidate's written work, oral presentations and field based projects. That the institution review the content of each course to ensure that standards related to instructional leadership and student assessment are included in the program for administrative credential candidates

Standard 7 Nature of Field Experiences

That the institution provide structured opportunities for candidates to have administrative experiences in different levels and settings, including participation in the day to day duties of a school administrator.

Standard 9 Assessment

That the institution provide evidence of the implementation of a summative evaluation of candidate competence at the conclusion of the program.

Multiple Subject Credential

The unit must create a process to document and verify the standards that were less than fully met in the Multiple Subject program.

Single Subject Credential

That the unit must create a process to document and verify the standards that were less than fully met in the Single Subject program.

Education Specialist Credential Programs

The unit must create a process to document and verify the standards that were less than fully met in the Education Specialist programs.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials

Multiple Subject
Multiple Subject
Multiple Subject Internships

Single Subject
Single Subject
Single Subject Internships

Education Specialist Credentials
Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities

Advanced/Service Credentials

Multiple Subject
Clear Multiple Subject

Single Subject
Clear Single Subject

Education Specialist Credentials
Professional Level II
Mild/Moderate Disabilities
Moderate/Severe Disabilities

Administrative Services

Initial/Teaching Credentials**Advanced/Service Credentials**

Preliminary

Reading and Language Arts Specialist Credential
Reading Certificate

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Notre Dame de Namur University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Notre Dame de Namur University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

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Jan Jones Wadsworth

Documents ReviewedUniversity Catalog
Institutional Self Study
Course SyllabiSchedule of Classes
Advisement Documents
Faculty Vitae

Candidate Files
Fieldwork Handbooks
Needs Analysis Results
Field Experience Notebooks

Student Work Samples
Advisement Documents
Biennial Report
Portfolios

Interviews Conducted

	Team Leader	Common Standards	Basic/ Teaching Cluster	Advanced/ Services Cluster	TOTAL
Program Faculty	3	17	27	8	55
Institutional Administration	3	18	5	7	33
Candidates	34	14	61	24	133
Graduates	8	15	15	18	56
Employers of Graduates	3	4	14	3	24
Supervising Practitioners	2	10	9	2	23
Advisors	2	8	3	2	15
School Administrators	2	8	10	6	26
Credential Analysts and Staff	1	3	3	2	9
Advisory Committee	1	2	5	5	13
TOTAL					387

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Notre Dame de Namur University, the only accredited university in San Mateo County, is a private, independent, Catholic co-educational institution founded by the Sisters of Notre Dame de Namur. The university was founded in 1851 and is located in Belmont in the San Francisco Peninsula. NDNU currently enrolls 1,600 students in both undergraduate and graduate programs.

Notre Dame de Namur University serves its students and the community by providing excellent professional and liberal arts programs in which community engagement and the values of social justice and global peace are integral to the learning experience. NDNU is a diverse and inclusive learning community that challenges each member to consciously apply the values and ethics in his or her personal, professional, and public life.

Education Unit

Teacher education at Notre Dame de Namur University began in 1953 as part of the undergraduate senior year leading toward a Multiple Subject Credential. It became a fifth year program in 1965 and has been a fifth year program ever since.

The School of Education is led by a Dean. The Dean appoints a Department Chair and the Department Chair coordinates the activities of the different Program Directors. The School of Education has 9 full-time faculty (tenured, tenure-line, or full time adjunct) and 44 part-time faculty members.

Currently, Notre Dame de Namur University offers a Multiple Subject Credential, a Single Subject Credential, a Preliminary Administrative Services Credential, an Education Specialist Credential, Levels I and II, a Reading Specialist Credential, and a Clear Credential. The first four credentials have an optional Intern component. Decisions about participation in Internships are made on a case-by-case basis.

Table 1
Program Review Status

Program Name	Program Level	Number of program completers (2007-08)	Number of Candidates Enrolled or Admitted	Agency Reviewing Programs
Multiple Subjects	Initial	35	130	CTC
Single Subject	Initial	41	118	CTC
Education Specialist, Level 1, Mild/Moderate	Initial	11	18	CTC
Education Specialist, Level 1, Moderate/Severe	Initial	4	9	CTC
Education Specialist, Level 2, Mild/Moderate	Advanced	4	11	CTC
Education Specialist, Level 2, Moderate/Severe	Advanced	0	8	CTC
Multiple Subjects, Clear Credential	Advanced	5	4	CTC
Single Subject, Clear Credential	Advanced	5	3	CTC
Administrative Services, Preliminary	Advanced	4	24	CTC
Administrative Services, Professional	Advanced	0	0	CTC
Reading Language Arts Specialist Credential	Advanced	3	4	CTC
Reading Certificate	Advanced	6	7	CTC

The Visit

The visit to Notre Dame de Namur University began on Sunday, March 15, 2009 at 1 p.m.. Team members met at the hotel for a team meeting and to begin preparations for the visit. Team members read assigned documents prior to the visit and initial questions were shared at this first meeting. The team members went to the university for an orientation on the available technology and on Task Stream, an electronic course management software. Following the orientation, the university held a poster session where program faculty and students presented on the theme of assessment. After the poster session, the University held a dinner during which team members met the President of the University, the Dean of the School of Education, members of the School of Education advisory council, faculty, and students. On Monday morning, the team went to the University. Data collection began on Monday morning with onsite interviews, telephone interviews, and document review. The team continued data collection on Tuesday with visits to schools to interview school-based stakeholders. On Tuesday morning, the team leaders and the Commission consultant presented the Mid-Visit Report to the Dean of School of Education and the Department Chair. On Tuesday evening, the team met to discuss all standards to determine whether or not all standards were met. Consensus was reached on all standard findings and an

accreditation recommendation. The Exit Report was held on Wednesday, March 18, 2009 at 11:00 AM.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings:

The concurrent programs reflect the California standards and curriculum frameworks by integrating the research and practice in educator preparation. Evidence of a research based vision for education preparation is articulated in the NDNU Common Standards response. In addition, the response was supported by interviews with stakeholders.

The faculty, institutional personnel and relevant stakeholders are involved in advisory boards, faculty meetings and department meetings in developing professional programs. Interviews of stakeholders and minutes of the meetings reflect unit leadership has the authority and institutional support regarding strategies, changes, and program reviews.

The educational unit has a credential process and procedure for ensuring all requirements have been met prior to applying for the credential. Candidates receive relevant information on credential processing in program handbooks. However, a formal procedure for monitoring this process is recommended to ensure that accountability falls on multiple individuals.

Standard 2: Unit and Program Assessment and Evaluation Standard Met with Concern

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings:

Evidence of assessment included embedded signature assignments, grades, PACT, faculty feedback, student observations and evaluations. Interviews with staff, faculty and students indicate assessments are embedded throughout the programs. The unit continues to improve in implementing formal means of assessment. The unit collects student work, student evaluations, and other assessments. No evidence of data collection outcomes could be found for assessing ongoing program improvement and program evaluation.

Faculty syllabi, field evaluations, and PACT for multiple and single subject indicated assessments were implemented throughout the programs. The program handbooks support and inform the use of assessments throughout the educational preparation programs.

Rationale:

There was insufficient evidence to determine how data was analyzed for ongoing program improvement.

Standard 3: Resources**Standard Met with Concerns**

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings:

The chief financial officer (CFO) was interviewed and provided an overview of the unit budget that included personnel and academic resources. The academic resources included a library of books and electronic sources and research assistance. Student and faculty interviews revealed adequate resources such as advisement in admissions, credential progression, student teaching, the student learning center, remediation, tutorials for state exams, writing, San Mateo Resource Center and PACT. Students also acknowledged personnel resources such as faculty, PACT coordinator, program advisors, Task Stream/technology coordinator and a credential analyst as accessible resources.

Academic resources were allocated equally across all credential programs. Concerns were expressed about the ratio of full-time faculty to address program needs specifically in the area of Special Education. The team noted a need for an additional full-time faculty in Special Education.

Rationale:

The lack of personnel results in multiple responsibilities and roles. This may result in hindering accessibility or advice to candidates if an individual is unavailable due to vacation schedules and/or illness. Faculty to student ratio impacts program need and quality especially in the Special Education Program. In addition, the lack of documented decision-making inhibits effective operation of programs when program personnel leave the university.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings:

Faculty members are selected based on experience, educational background, and relevant research. Faculty included full-time faculty, adjunct, core, and part-time. Students supported the idea of faculty practitioners who offer real-life experiences in the classroom. Faculty syllabi demonstrated an understanding of K-12 standards, frameworks, and assessment systems. Department meetings, advisory committee minutes, and department retreats offered evidence of collaboration among colleagues of the university, K-12 personnel, and community leaders. Faculty indicated they had opportunities to participate in conferences, workshops, and other faculty development activities. This was reflected in the budget.

Faculty members are regularly evaluated through student course evaluations, peers, and the Rank and Tenure Committee.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings:

Interviews were conducted with admissions personnel, faculty, credential analyst, current students, and campus administrators to determine the admissions process. The Administrative Services Credential Program does not require the same procedure as the other programs. The procedure for admissions includes application, interview with academic program director, completion of Personal and Behavioral Checklist, CBEST, transcripts, GPA, and 40 hours of pre-professional experience. Students are informed of program progression requirements, course schedules, program requirements, program handbook and options such as scholarship information, financial aid, and internships.

Multiple strategies are used to encourage diverse populations by inviting the public to participate in an Open House. Enrollment and marketing materials demonstrate the university's commitment to increase the diversity of the student population.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings:

Interviews with candidates and faculty as well as a review of program handbooks indicated that all programs hold orientations providing information on program specifics and credential requirements. The Credential Analyst meets with classes and with individual students, as needed. An examination of student files indicated that the students are receiving appropriate information on their progress towards program completion.

There is a strong network of support for students. During interviews, candidates consistently stated that faculty made themselves available to answer concerns about coursework, fieldwork, and individual issues. The small size of the program enables faculty and staff to carefully monitor students' progress and provide support to students so that students feel well supported and cared for in their programs. Candidates also indicated that University Supervisors and Master Teachers were a strong source of support to them.

The Institution carefully evaluates each candidate's progress toward completion of program requirements and responds in a timely manner when candidates are struggling. There is a process in place to retain only those candidates who are suited for entry or advancement in the education profession.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings:

The University has contracts with twenty-eight school districts to place students for introductory field experiences and student teaching. Collaboration is further enhanced by hiring local district personnel to serve as adjunct faculty in the teacher preparation program. Each program includes fieldwork and/or clinical experiences in which candidates can develop and demonstrate their knowledge and skills. All candidates for the Preliminary Teaching Credential are required to student teach or intern for two full semesters.

For each credential and certificate program, program faculty collaborate with their partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based

supervising personnel. Interviews with administrators indicate that they actively participate in selection of Master Teachers and fieldwork placements. In addition, University Supervisors meet with Site Administrators and Master Teachers on a regular basis to monitor candidate progress.

Roles and responsibilities of candidates, Master Teachers, Supervisors, and Site Administrators are clearly stated in the Multiple Subject, Single Subject, and Education Specialist handbooks. In each program, field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings:

School district administrators and University supervisors are actively engaged in the selection of qualified district employed supervisors. The University has clearly defined standards and procedures in the placement of students in their practicum or student teaching. A number of students indicated that the role of their master teachers and site supervisors were unclear. Although the master teachers and site supervisors receive a handbook providing clear procedures for guiding the candidate, there still appears to be a need for additional training for greater uniformity in assessment.

Master teachers and site supervisors are invited to faculty retreats and faculty development opportunities. The University Supervisors meet regularly with district-employed supervisors to assist with training and support. The University Supervisor serves as a conduit between the site and the University.

At the end of student teaching or the practicum candidates complete an evaluation of the district-employed supervisors. These evaluations are used by the University in determining the future placement of candidates.

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings:

Multiple measures of assessment determine candidate competency in the knowledge and skills necessary to educate and effectively support all students in meeting the state-adopted academic standards. Interviews with students indicated academic rigor that includes an integration of education theory and its practical application. Course syllabi indicate that instructors include outcomes that flow from the state-adopted standards. These outcomes are measured by classroom assignments and ongoing field experience evaluations.

A student teaching experience or practicum is required in order for candidates to demonstrate competency in a school setting under the supervision of a university supervisor, master teacher, and seminar instructor. Both formative and summative assessments are completed by the university supervisor and instructor for each candidate during their clinical practice.

During the past two years both the multiple and single subject programs have introduced PACT to measure candidate competency at meeting the TPEs. While other programs continue seeking new methods for assessing standards, they currently do have assessments in place.

Multiple Subject Credential and Multiple Subject Internship Credential

Findings on Standards

The Multiple Subject Credential Program at Notre Dame de Namur University is designed as a concurrent program in which coursework and fieldwork are undertaken simultaneously. Using this model, Notre Dame honors the developmental process of becoming a teacher by providing a program that is organized around carefully integrated experiences in coursework, fieldwork, and individual supervision and mentoring in which candidates engage with theory, practice, and mentoring. All Multiple Subject candidates participate in a strong program of intensive instruction in reading and language arts through two courses. The first course addresses primary grades, the second course addresses upper grades. The Program has developed an assessment course in order to meet the candidates' needs to use assessments for instruction and communication with families. Coursework and fieldwork prepare candidates to complete the Performance Assessment of California Teachers (PACT) to assess their competence in relation to the Teaching Performance Expectations. Site and district administrators praised the preparation of candidates in the program, and the responsiveness of Notre Dame de Namur University to any requests for assistance and information regarding candidates. Candidates and graduates were consistent in acknowledging the Program's flexibility in addressing their needs and the availability of faculty and staff.

Candidates who seek to become interns are required to pass the CBEST and the CSET and are interviewed by with the Program Director and the Site Administrator of the school where they will teach. All candidates meet the required 120 hours of pre-service education by completing 4 classes before they are placed in a classroom.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Multiple Subject Programs except for the following:

- | | | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Standard 2 | Collaboration in Governing the Program | Met with Concerns |
| Element (c) | While the Program informs partners about program policies and practices, the team found inconsistent evidence of partner collaboration in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; and delivery of instruction. | |
|
Standard 15 |
Learning to Teach Through Supervised Fieldwork |
Met with Concerns |
| Element (c) | The team did not find evidence that all candidates had significant experiences teaching English learners as a part of their student teaching experience, or in different setting, if necessary. | |

Single Subject Credential and Single Subject Internship Credential

Findings on Standards

The Single Subject Credential Program at Notre Dame de Namur University is designed as a concurrent program in which coursework and fieldwork are undertaken simultaneously. Using this model Notre Dame honors the developmental process of becoming a teacher by providing a program that is organized around carefully integrated experiences in coursework, fieldwork, and individual supervision and mentoring in which candidates engage with theory, practice, and mentoring. Single Subject candidates are matched with Subject Matter Mentors, expert teachers from the field who prepare candidates with the appropriate pedagogy of each of the disciplines taught in the public schools. The Program has developed an assessment course in order to meet the candidates' needs to use assessments for instruction and communication with families. Coursework and fieldwork prepare candidates to complete the Performance Assessment of California Teachers (PACT) to assess their competence in relation to the Teaching Performance Expectations. Site and district administrators praised the preparation of candidates in the program, and the responsiveness of Notre Dame de Namur University to any requests for assistance and information regarding candidates. Candidates and graduates were consistent in acknowledging the Program's flexibility in addressing their needs and the availability of faculty and staff.

Candidates who seek to become interns are required to pass the CBEST and the CSET and are interviewed by the Program Director and the Site Administrator of the school where they will teach. All candidates meet the required 120 hours of pre-service education by completing 4 classes before they are placed in a classroom as the teacher of record.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met for the Single Subject Programs except for the following:

Standard 2 Collaboration in Governing the Program

Met with Concerns

Element (c) While the Program informs partners about program policies and practices, the team found inconsistent evidence of partner collaboration in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; and delivery of instruction.

Standard 7B Single Subject Reading, Writing and Related Language Instruction in English -

Met with Concerns

Element (g) The team found inconsistent evidence of communication and collaboration among field site supervisors, student teaching supervisors, and the reading methods course instructor.

Standard 8B Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

Met with Concerns

- Element (e) The team found incomplete evidence regarding SS art, music, theatre, and dance candidates opportunities to learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the *Visual and Performing Arts Framework* and *Student Academic Content Standards*.
- Element (f) The team found incomplete evidence regarding SS physical education candidates opportunities to learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework*.
- Element (g) The team found incomplete evidence regarding SS languages candidates opportunities to learn to teach the fundamental goals of the *Foreign Language Framework*.
- Element (h) The team found incomplete evidence regarding SS health science candidates opportunities to learn to plan and implement instruction based on the *Health Framework for California Public Schools*.
- Element (i) The team found incomplete evidence regarding SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area.
- Element (j) The team found incomplete evidence regarding SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area.
- Element (k) The team found incomplete evidence regarding SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area.
- Element (l) The team found incomplete evidence regarding SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area.

Standard 15 Learning to Teach Through Supervised Fieldwork Met with Concerns

- Element (c) The team found inconsistent evidence that all candidates had significant experiences teaching English learners as a part of their student teaching experience, or in a different setting, if necessary.

Education Specialist Level I
Mild/Moderate
Moderate/Severe

Findings on Standards:

Notre Dame de Namur University offers the Level I Education Specialist credential program for both Mild/Moderate and Moderate/Severe disabilities. This program includes completion of the competencies via an internship program or a traditional field experience program that includes student teaching.

The Level I curriculum is infused with the multiple and single subject credential to include general education standards and field experiences in English, Math, Science and Social Studies. Candidates take initial courses that satisfy the requirements for participation in intern programs, including courses in English Learners, reading, and classroom management. They then take courses in general education pedagogy as well as special education curriculum, counseling, behavior support, assessment, and legislative processes. All courses have field based aspects. Student teaching (traditional or intern) is a two semester process of seminar and supervision.

The faculty at Notre Dame de Namur University is highly regarded by peers, graduates, employers, and candidates. The candidates and graduates who were interviewed expressed appreciation for the availability, accessibility, warmth and care provided to them. It was notable how frequently the students mentioned the level of support. Candidates also expressed appreciation for the quality of professional and personal advisement provided across the sites. Students appreciate the small number of students in their classes. Many stated that they chose to enroll in this program because of the benefits they would receive by being in classes with small enrollments.

The school districts personnel are high in their praise of the quality of the special education programs and the graduates. Some stated the applicants from these programs had an advantage over other applicants when applying for a special education teaching position.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met with the exception of Standards 9, 13, and 21, which are Met with Concerns.

Standard 9: Program Design, Rationale and Coordination **Met with Concerns**

Both the Mild/Moderate and Moderate/Severe credential programs were designed in a developmental manner in which candidates progressed through appropriately sequenced courses and field experiences in which skills and knowledge built upon candidates' prior knowledge and competence. The team discovered that external changes, such as legislation, impacted the nature of internships and subsequent requirements for acceptance into an intern program. This affected the program so that it is no longer offered in the carefully developed sequence. In an effort to address individual candidate situations, courses have become separate entities on a list, and the rationale for the original design is not evident. The faculty explained they are revisiting the curricular design.

Standard 13: Special Education Field Experiences with Diverse Populations

Met with Concerns

While many candidates have interactions with a broad spectrum of diverse populations within a single setting or in multiple field experiences, the team did not find evidence that these experiences are tracked. Candidates are not systematically responsible for or exposed to working with a wide variety of disability groups, age groups, or otherwise diverse populations. Student teachers are placed in two distinctly different semester placements while interns do not have requirements for multiple settings.

Standard 21: General Education Field Experiences

Met with Concerns

The team found evidence that candidates participate in general education courses with colleagues in the multiple subject credential program, and complete one particular assessment assignment with a general education student. The team did not find that there were any supervised general education field experiences, and clearly candidates did not participate in a variety of such experiences. All education specialist candidates must complete a reading assessment with a general education student. However, they are not supervised in the field specifically regarding this assessment.

Education Specialist Level II

Mild/Moderate

Moderate/Severe

Findings on Standards:

The Level II Education Specialist Credential Program in Mild/Moderate and Moderate/Severe Disabilities at Notre Dame de Namur University includes specific coursework and field work related to advanced standards. Coursework assignments include projects based in candidate classrooms. Mentors are selected to support each candidate in his or her interest areas. These Mentors observe and work with candidates in the field and evaluate them on all advanced standards. Candidates identify field-based issues to pursue for action-inquiry projects. The mentors, which were carefully selected for their expertise in the areas of candidate interest, support the candidates through the exploration of their project within the Level II program. These real world issues are tied specifically to their classrooms and reflect the advanced standards for the Level II credential. Coursework typically is completed in the first year of Level II, issues and projects are identified, and mentors assigned. Throughout the two year Level II program, mentors assess candidates on all standards. A checklist of skills identified in the standards is presented to the program director when all standards have been signed by the field-based mentor. Along with the completed coursework and verification of two years of teaching, this checklist serves to provide documentation that the candidate has completed all requirements and can be recommended for a Level II credential.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards for the Mild/Moderate Education Specialist Level II program are met. In the Moderate/Severe Level II program, all program standards are met with the exception of Standard 19, which is met with concerns.

Standard 19: Leadership and Management Skills

Met with Concerns

Despite the checklist of skills addressing competence in this standard, there is insufficient evidence to support that candidates have demonstrated leadership skills through participation in

school restructuring and reform efforts to impact systems change. Typically, leadership in the area of Moderate/Severe programs includes supporting changes in service delivery models. No evidence was found that candidates are supported either in the field or in coursework with respect to this aspect of the standard.

Reading Certificate and Reading and Language Arts Specialist Credential Program

Findings on Standards:

The Reading Certificate and Credential program at NDNU has been in place for seven years. It was created as a cohort program and has had low enrollment during the last several years. Because of the low number of graduating students, the program is due to be phased out as the current students complete the program requirements.

The Reading Certificate and Credential program is designed as a concurrent program of courses and fieldwork to provide candidates with both theory and practice. The program is designed so that candidates with a regular education credential can complete the Reading Certificate and Credential program in five semesters (including two summer sessions) on a part time basis. Upon completion of the Certificate and Credential coursework, a capstone course may be added in order to attain a Master's degree. Program design allows students to immediately practice what they are learning in the classroom and meets Program Standard requirements.

Curriculum is designed so that candidates achieve competence through participation in the following areas: professional coursework, observation, clinical practice and seminars. Candidates take five courses to complete the requirements for the Reading Certificate, including Current Research and Practice in Literacy Education, Assessment-based Instruction in Early Literacy, Assessment-based Instruction for Intermediate and Advanced Learners, and Clinical Application I and II. Upon completion of the Certificate program, they may opt to earn the Reading and Language Arts Specialist Credential by completing five more courses. The Specialist courses include Current Issues in Literacy, Program development and In-service Leadership in Literacy Education, Advanced Clinical Application, Technology (Special Education), and Counseling (Special Education). Program requirements are clearly delineated for candidates. Because of low enrollment, only a few courses are offered each semester.

Field experience consists of two clinical practicum courses for the Reading Certificate program, with a third advanced clinical practicum required for the Reading and Language Arts Specialist credential. Whenever possible, teachers work with their own students; if they are not currently employed, they may use small group tutorials or work at literacy centers. The program requires all fieldwork sites to certify that adequate resources are provided and that there is a range of students at different levels and with diverse backgrounds. Candidates are supervised in the field by NDNU professors through on-site visits and evidence brought to seminar classes. In interviews, candidates indicate that supervisors are available to address concerns and give advice whenever needed.

Candidate competency is assessed through research papers, class presentations, participation in class discussion, course grades, fieldwork and case studies. Of particular value are the in-depth case studies completed in the clinical practicum courses that require candidates to assess students, analyze student work, form instructional plans, teach, re-assess and reflect upon the progress the case study students have made.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met.

Professional Clear Credential Program

Findings on Standards:

Notre Dame de Namur University's 2042 Professional Clear Credential Program has been in existence since January, 2005. The program offers two separate tracks. The first track consists of four advanced level courses in Teaching English Learners, Teaching Special Populations, Health Education and Educational Technology. In the second track, students with California Multiple or Single Subject credentials may enroll in the Master of Arts in Education, Curriculum and Instruction Emphasis and complete the advanced coursework to fulfill some of the requirements of the degree. "Verification of Unavailability of a Commission-Approved Induction Program" must be signed if the candidate is employed. Course syllabi and the university's response to the Program Standards indicate that the coursework meets state Program Standards.

Field experiences are conducted either in the candidate's own classroom or at a school site chosen by the candidate. Records demonstrating successful application of knowledge gained in the credential program, journal reflections, course grades and assessments and case studies are used to evaluate candidate competency.

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are met.

Preliminary Administrative Services Credential and Internship

Findings on Standards:

The Administrative Services Credential program serves approximately 44 candidates, 16 of which are in a cohort for the diocese and 28 are in the on-site university program. The faculty and staff emphasize the importance of meeting candidate needs and evidence consistently emerged suggesting that this is the case.

The 24 unit two year program consists of four core classes and four practicum classes. Candidates in the diocese program complete the courses in a predetermined sequence, while those in the on campus program complete courses as meets their needs. Candidates may earn a master's degree with additional coursework. Each course is approximately 45 hours of class time and each of the four practicum courses requires 30 hours towards the development and implementation of a site based project.

Candidates, program completers, and employers commented positively on the Preliminary Administrative Services Credential in the following areas: accessibility of faculty and staff to the needs of students; the teaching commitment of regular and adjunct faculty; the relevance of field based practica experiences; the flexibility of the program, and the commitment of the program to prepare future administrators.

After review of the biennial report, institutional report, university catalog, course syllabi, candidate files, handbook, schedule of classes, supporting documentation and the completion of interviews of candidates, graduates, faculty, employers and supervising practitioners, the team determined that ten standards are met. Four standards were met with concerns, and one standard was determined to be not met. The following standards are *met with concerns*:

Standard 1: Program Rationale and Design

Met with Concerns

The design of the program does not reflect all of the content and requirements of the Standards for the Preliminary Administrative Services Credential. The administrative services credential program does not include courses in curriculum and instruction and assessment of student learning. There appears to be a disconnect between some of the candidate projects and the practica.

Standard 2: Program Coordination

Met with Concerns

There needs to be greater involvement of all partners in the development and the coordination and implementation of the program.

Standard 7: Nature of Field Experiences

Met with Concerns

Candidates lack structured opportunities to perform a wide range of full time administrator responsibilities across a variety of settings and levels.

Standard 9 Assessment

Met with Concerns

A summative evaluation of candidate competencies, such as those indicated in Commission Standards, is not included in the program.

The following standard is not met:

Standard 6: Opportunities to Learn Instructional Leadership

Not Met

The program for the administrative credential candidates lacks focus related to instructional leadership and assessment. This content related to curriculum and instruction as well as student assessment is contained in two courses that are required for the master's degree, not for the credential only candidates.